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ABSTRACT

This guide is designed for New York City school teachers who will conduct tennis classes for about 50 students while using limited tennis facilities. The insides of school buildings and school playgrounds will constitute the "courts" for these lessons. This type of introduction to the sport is intended to give students a sense of the game and its skills before they reach high school age. Another goal is to motivate students to participate in a summer tennis program. In addition, learning and playing tennis helps develop students' cognitive and affective skills. Plans for 24 half-hour lessons are presented with suggestions for equipment, aims, performance objectives, procedures, activities, and games. Six appendices provide information on the following: (1) curriculum areas and tennis; (2) tennis terms; (3) rules of tennis; (4) code of conduct; (5) audiovisual materials; and (6) extra-curricular tennis. Bibliographies for teachers and students are included. (VM)

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The Teachers' Guide to Urban Tennis Instruction



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The New York City Schoolyard Tennis Program

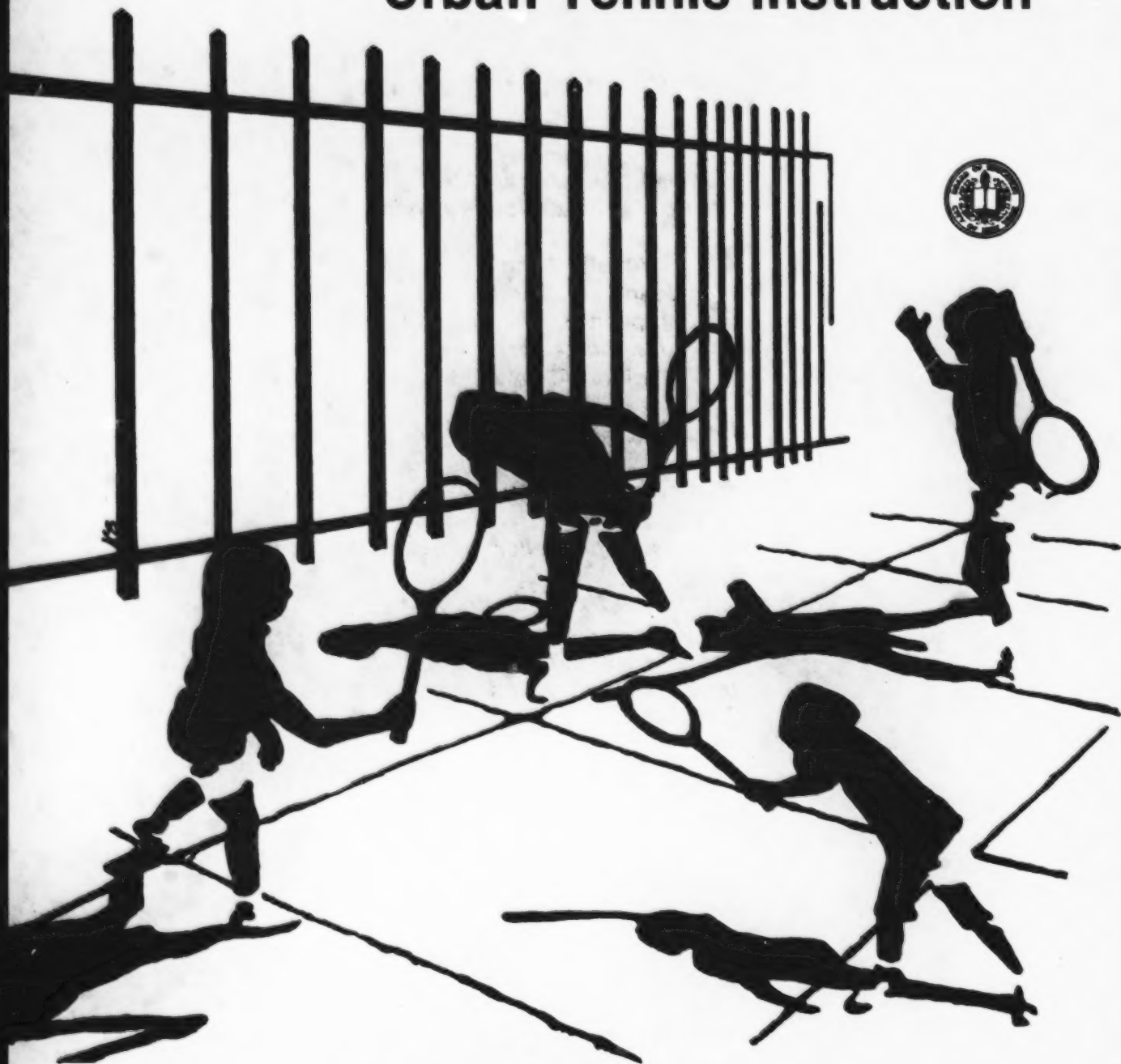
New York City Board of Education
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Pilot Program, Spring 1984

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The Teachers' Guide to Urban Tennis Instruction



**The New York City Schoolyard Tennis Program
New York City Board of Education
United States Tennis Association
New York Junior Tennis League
Pilot Program, Spring 1984**

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The United States Tennis Association, 729 Alexander Road, Princeton, N.J. 08540.

FOREWORD

During the past decade millions of Americans have discovered the life-long joy and excitement of playing tennis. It is frequently the choice for adults who are looking for competition, exercise, entertainment and recreation in sport. For many people, however, instruction begins long after their "good old golden rule days" have ended. "Why didn't I start playing this game when I was younger," is often the lament of those adults who experience tennis for the first time. Countless tennis teachers and coaches can attest to these remarks.

As many Americans are discovering, tennis, like a foreign language, is best learned when one is young.

Recognizing the need to provide a tennis program for youngsters, this teachers' guide for New York City schools was created. The document is designed for teachers who will conduct classes of about 50 students while using limited tennis facilities. Initial lessons can be conducted indoors. As instruction progresses, it is expected that classes will be conducted in the school's outdoor yards. These will be temporary conversion courts that allow existing areas to be changed easily into two to five tennis courts.

Despite the large class size and limited facilities, students can achieve a very good sense of the game and develop significant skills.

Many will be motivated to pursue their new-found interest in tennis in the no-cost summer tennis program that is available in New York City.

It is our hope that these young students will continue to enjoy tennis as they "rally" into adulthood. During the next decade when indeed they are adult players, one may very well hear them say, "It is second nature to me now."

Charlotte Frank

Charlotte Frank
Executive Director
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INTRODUCTION

Tennis is one of the most popular participation and spectator sports in the United States. Although it is sometimes part of the physical education curriculum at the elementary and junior high school levels, instruction usually begins in high school because equipment and facilities are more readily available.

The New York City Schoolyard Tennis Program can now make possible the introduction of tennis for large numbers of students before they reach high school age. Elementary and junior high school black top and concrete yard areas can be converted into temporary tennis courts for instruction and practice during the year.

The expansion of the tennis program is a result of cooperation between the New York City school system and organizations in the private and public sector.

The New York Junior Tennis League (NYJTL), a private sector organization dedicated to the development of free tennis programs for children, originated the concept of expanded tennis activity in schoolyards and supplied necessary equipment and assistance. The NYJTL also designed and provided the needed hardware to convert suitable schoolyard areas into tennis courts.

During the 1982-83 school year pilot sites were established in 16 New York City schools. A total of 48 tennis courts were created. The NYJTL continued to expand the program with the cooperation of various divisions of the New York City Board of Education.

During the 1983-84 school year, each of the local community school districts will use schoolyard sites as pockets of tennis activity. As the number of sites increases, it is conceivable that almost every youngster can experience the pleasure of tennis before entering high school. With the availability of neighborhood courts on school grounds, tennis may also become a recreational activity that incorporates interdisciplinary experiences.

Participating in tennis offers the opportunity to develop both cognitive and affective skills. A few are indicated below:

✓ **Mathematics Skills** — Keeping score in tennis involves a fairly sophisticated ability to substitute symbols ("love," "15," and "30") for numbers (0, 1, and 2). Students are encouraged to use counting skills as well as percentages (e.g., 6 serves out of 10 = 60%). Geometrical terms such as angles and lines are frequently used while playing a tennis game.

✓ **Communication Skills** — The curriculum consistently makes demands on students to explain a concept as well as perform it. For example, students may have to justify why proceeding to the net during a game is good tennis strategy.



✓ **Social Skills** — Students will be able to obtain the social benefits that are involved with tennis. Tennis demands regular and consistent cooperation. It is a game which is not only played in virtually every part of the country, but in every part of the world. Everywhere it is played by exactly the same rules. Students who obtain a "fluency" in tennis will find it a recreational activity *par excellence*, affording constant interaction with players, partners, and opponents alike.

✓ **Emotional Development** — Tennis is a great game for promoting emotional development. Tennis players must, by the nature of the game, be self-reliant. They cannot call time out to consult a coach, or expect to get a substitute when things get rough. Players must also be their own officials. This demands a very high level of trust and cooperation. Tennis offers the best of the benefits of the individual sport, yet is also regularly played with a partner. Tennis is one of the few games where such competition is institutionalized, with mixed doubles being one of the major events, even at the international level. As a result, athletes are provided with a wide range of athletic experience and a wide range of partners and opponents. Students must also learn how to control the emotions inevitable in playing against an opponent.

✓ **Lifetime Sport** — Tennis is one of the great lifetime sports. The United States Tennis Association has recently added, by player demand, an 85-and-over national championship. Too many players were getting upset with having to compete with the "youngsters" in the 80-and-over category. Research has indicated that middle-aged tennis players have a significantly better health profile than the general populace. Tennis demands quickness, endurance, speed, and consistency. It offers challenges and rewards to players of all ages.

✓ **Thinking Skills** — In addition to providing physical exercise, tennis has also been recognized as a game which helps develop thinking skills such as ball placement strategies for forcing an opponent out of position, and anticipating an opponent's move. Successful tennis players must learn how to concentrate over a long period of time. And they must eventually learn how effort and concentrated purpose are necessary in practice in order to achieve maximum skill development.

✓ **Recreation Benefits** — It should be stressed that tennis players at every level play for the sheer pleasure of the game. Players need not be of any great ability to find excitement and enjoyment when playing against equal opponents. Tennis combines a contest of physical and mental skills that can be satisfying at every level of play. As a result, players often remark that tennis allows them to "get away" from their everyday problems, and provides relaxation, even if it is physically taxing.

The United States Tennis Association (USTA), the official governing body of tennis in the United States, has as its mandate the availability of tennis for all. The New York City Schoolyard Program may well be the vehicle toward fulfilling that goal. It will provide the opportunity for youngsters to learn and enjoy tennis. This innovative undertaking may become the prototype for USTA in expanding tennis activities in schools throughout our nation.



OVERVIEW OF THE LESSONS

Each of the 24 lessons is designed to accommodate a large number of students in either a gymnasium or on conversion courts. Each 25-30 minute lesson should result in some growth in skill development.

Since the length of the tennis unit will vary from school to school, the progression was designed to give students a complete sense of the game by the conclusion of lesson eight. Although the majority of students will not be proficient with some skills that are taught, they should be capable of going out on their own to practice tennis skills and to begin playing games. It is hoped that many will continue to receive guidance and coaching through extra-curricular tennis programs that are available throughout the city.

Each lesson has a specific aim, followed by a series of student activities and games that will help develop related skills and concept. Warm-up activities and review sessions are not included in the lessons. It is understood that appropriate activities are to be provided by the teacher who will arrange for them according to the student's level of skill and the size of the class. References will be made to the following four resources as **TW**, **ST**, **ST-TG**, and **TTG**:

TW *The Tennis Workbook Unit I*, Eve F. Kraft, United States Tennis Association, (1983).

ST *USTA Starter Tennis*, United States Tennis Association, (1976).

ST-TG *Starter Tennis — A Teacher's Guide*, United States Tennis Association, (1976).

TTG *The Tennis Teacher's Guide, Group Instruction and Team Coaching*, Eve F. Kraft and John J. Conroy, United States Tennis Association, (1980).



LESSON PLANS

Lesson 1

Site: *Preferably Indoors*

TOPIC Introduction to the Game of Tennis

EQUIPMENT balls and makeshift net for assembly in gymnasium.
16 mm projector for film option.

AIMS to provide the students with an overview of the game.
to introduce necessary skills

PERFORMANCE OBJECTIVES Students will be able to:

- state three benefits of playing tennis.
- name the strokes.
- describe the basic process of the game.
- explain tennis etiquette.

PROCEDURES Conduct an assembly program under the direction of a USTA clinician.
Show a tennis highlight film.*
Present a brief summary of the game using basic nomenclature. Explain some of the rules of the game such as: the ball must be returned on one bounce or before it bounces; "in" and "out" shots, etc.
Introduce the strokes students will learn (serve, forehand, backhand, volley, etc.).

* The USTA has 59 match highlight film at its National Film Library in Princeton which can be rented for a nominal fee. In addition, the Eastern Section of the USTA also maintains a film library. The Eastern Film Librarian is Alfreda Bendet, 46 Mohegan Road, Larchmont, New York 10538 (914-834-2475).



Lesson 2

Site: Indoors or Outdoors

TOPIC	Racket Sense
EQUIPMENT	a racket and ball per student (if necessary, one racket for every two students will do)
AIMS	to familiarize students with the equipment to have students get a "feel" for its use to have students use the equipment safely
PERFORMANCE OBJECTIVES	Students will be able to: • grip the racket with an Eastern Forehand Grip (TW, p. 8). • state safety rules. • complete 10 "ups" and 10 "downs" (TV, pp. 16-17).
PROCEDURES	While students are in closed formation (TTG, p. 23; ST-TG, pp. 8-9), introduce them to the equipment and safety procedures. This includes precautions against swinging in crowded areas and reckless hitting of balls. Distribute equipment. One racket and ball per student. Model basic "shake hands" (Eastern) grip for forehand stroke. Demonstrate "ups" and "downs" (ST, p. 4) Demonstrate "ups" using alternate faces of racket. Demonstrate "ups" with a bounce. (10 minutes)*
ACTIVITIES	Skill Drills Students in open formation (TTG, p. 21) will engage in: • controlled dribbling of balls with racket ("downs") (2 minutes)* • controlled bouncing of balls into air with racket ("ups") (2 minutes)* • ups with alternating sides of racket (2 minutes)* • ups with a bounce between each hit (2 minutes)*
GAMES	Highest number of downs in 60 seconds Highest number of ups in 60 seconds Highest number of ups with alternating racket face in 60 seconds Team ups: highest number of ups with a bounce, two students alternating hits (7 minutes)*

*Approximate time recommended for the activity.



Lesson 3

Site: *Indoors or Outdoors*

TOPIC	Basic Forehand Skills
EQUIPMENT	rackets and balls
AIM	to introduce the basic forehand stroke, the most frequently used shot among beginning and intermediate tennis players.
PERFORMANCE OBJECTIVES	Students will be able to: • demonstrate Eastern Forehand grip . (TW p.8) • control forehand "drop-hit" sufficiently from a distance of 15 feet so that a catcher can routinely field ball without moving. (ST-TG p. 13) • demonstrate forehand — preparation, contact, and follow-through. (ST pp. 6-7) (10 minutes)*
PROCEDURES	Review "shake hands" grip and discuss the forehand stroke while students are in closed formation. Emphasize the importance of a vertical or near vertical racket head on impact. Ask, "Where will the ball end up if the racket face is like this?" (racket face pointed down-closed). "Where will the ball tend to go if the racket face is open?" Introduce "Alley Rally" game (see below). Demonstrate drop-hit-catch routine. Give students practice hitting balls against a wall if open wall space is available. (ST-TG, p. 7) (5 minutes)*
ACTIVITIES	Skill Drills Drop-Hit-Catch practice in pairs — Catchers should stand with their backs to the walls around the circumference of the gym. Hitters will stand about twelve feet away from the catcher, drop the ball and gently hit it to their partner. In order to encourage controlled hitting, students should be rewarded for a successful sequence. (See game below.) (5 minutes)*
GAMES	Alley-Rally Game — This is played in pairs, requiring two rackets and three balls. Two balls are placed approximately four feet apart on the gym floor. Each student stands next to a ball, facing a partner. The third ball is put into play gently with a bounce-hit. The object is to hit partner's ball. Key cues: "bump," "tap," or "just touch" the ball. Rules: No "spiking" or hitting down. First shot (serve) does not count. (5 minutes)* Drop-Hit-Catch Game — Each successfully caught ball is worth one point. Hitter and catcher switch roles every five points. First team to score 21 wins. (5 minutes)*

*Approximate time recommended for the activity



Lesson 4

Site: Indoors or Outdoors

TOPIC	Review of Forehand Stroke and Introduction to Basic Backhand Skills
EQUIPMENT	rackets and balls
AIM	to introduce the basic backhand stroke (ST, pp. 9-10)
PERFORMANCE OBJECTIVES	Students will be able to: • demonstrate the difference between a forehand and backhand grip. • "drop-hit" backhand with enough control so that a catcher 15 feet away can field the ball without moving. • perform a practice backhand swing incorporating the correct elements of preparation and follow-through.
PROCEDURES	Review forehand stroke. Introduce a standard practice technique in which partners take turns tossing balls to each other, which are then hit back, under control, as in a game of catch. (ST-TG, p. 14) (5 minutes)* Describe and demonstrate backhand stroke, the shot used when the ball comes to the left side of a right handed player. Discuss the shift in grip when doing the backhand stroke (approximately 1/8 to 1/4 of a turn of the hand from a forehand grip so that the wrist is farther behind the grip at contact). (5 minutes)*
ACTIVITIES	Skill Drills Toss-Hit-Catch — practice on forehand. Divide players into pairs. First exercise is a quick game of catch, with the ball caught on one bounce. Then the hitter should pick up the racket and begin "bumping" or "tapping" forehands into the hands of the tosser, hitter and catcher for each ball. This may be useful if space or equipment is limited. (TTG, pp. 24-25). (5 minutes)* Backhand Bumps — offers an opportunity to practice simple backhands. Players are divided into pairs. One hitter and catcher (catchers once again are distributed around the gym with backs to wall. Hitter faces the catcher, places strings of racket against opposite knee, drops ball in front and lifts it toward catching partner. (5 minutes)*
GAMES	Make Toss-Catch-Hit competitive by counting catches. Count number of backhand bumps that are successfully executed and caught. (5 minutes)* NOTE: Tossing skills are important. Tossing should always be underhand and controlled to allow for an unhurried swing.

*Approximate time recommended for the activity



Lesson 5

Site: *Indoors or Outdoors*

TOPIC	Development of Basic Backhand and Forehand Strokes
EQUIPMENT	rackets and balls
AIMS	to reinforce backhand and forehand strokes to introduce ready position to emphasize ground stroke preparation
PERFORMANCE OBJECTIVES	Students will be able to: • demonstrate ready position. (ST, p. 6) • demonstrate correct preparation for a groundstroke. (TW, p. 20) • hit five consecutive tossed balls to tosser using forehand or backhand strokes.
PROCEDURES	Demonstrate ready position, the shoulder turn, racket preparation for forehand, and backhand ground strokes. Have students practice in ready position and change of grips in open formation.
ACTIVITIES	Skill Drills Students demonstrate ready position. Player faces net (or tosser) with racket cradled comfortably in front of body. Feet should be pointed straight ahead. Students demonstrate shoulder turn and racket preparation for forehand and backhand. Quick-Draw Drill (grip change practice) — Students spread across floor (open formation) facing the leader. The leader holds a tennis ball in each hand, at chest height. When the leader lifts hand with a ball, the students must respond by preparing for appropriate shot by pivoting shoulders. As they do this, the racket will be in hitting position. Emphasize change of grips. Have the students practice grip change until they can go from forehand to backhand grips without looking. (10 minutes)* Pair tossing from ready position. Tosses (against the wall or fence) starts by alternating forehand and backhand in a pattern (10 tosses). Then tosser begins mixing up tosses, but gives a verbal cue each time before tossing: "forehand, backhand, etc." Finally the tosser mixes up tosses without cues. Each player should have a chance to toss. (5 minutes per player — 10 minutes total)
GAMES	Tennis Relay — Class is divided into teams of 5-10 players. Everyone has a racket and each team will have one ball. Teams are placed against one wall the length of the gym. Each student will have to dribble the ball with the racket to the far side of the gym and dribble back. When students are approximately fifteen feet from returning, they must stop and drop-hit the ball to the next person in line. That person will catch the ball and then begin the next sequence by dribbling. (Emphasis should be on control of the ball, rather than speed.) (5-10 minutes)*

*Approximate time recommended for the activity



Lesson 6

Site: Indoors or Outdoors

TOPIC	Introduction to the Serve (TW , pp. 36-37)
EQUIPMENT	rackets and balls
AIMS	to introduce the serve to demonstrate proper execution to emphasize safety in serving
PERFORMANCE OBJECTIVES	Students will be able to: • explain the rules and use of the serve. • toss ball into air with control raising nondominant hand to proper height. • hit modified serve with control.
PROCEDURES	Explain importance and use of serve. Follow this by a demonstration of simplified serve. Emphasize safety since even beginners will find it easy to hit serves with significant power. (TTG, p. 31) Explain serve with students in closed formation. Explanation should cover: - the object of serving. - the basic rules of serving. Server must be behind the line and between the center stripe and the outside of the court. Ball must be hit before it bounces. Bad tosses need not be hit; there is no penalty as long as player doesn't attempt to hit the toss. - that the toss should be at least as high as the maximum reach of racket overhead. - demonstration of service stance and grip. - demonstration of a modified serve in which the ball is simply touched at the point of contact. (5 minutes)*
ACTIVITIES	Skill Drills Practice the proper stance, toss, and modified serve. Tossing Practice — players spread out. Have each student put racket on ground so that the face of the racket is about six inches in front of the student's front foot and slightly to the player's dominant side. Player attempts to lift the ball up so that it will fall directly into the strings of the racket. Players should be encouraged to lift racket up periodically and hold it as high as they can so that they can see that they must toss to this height every time. (5 minutes)* Hitting the serve — players should be stationed around the gym facing the walls. They should be encouraged to hit the serve into the wall with the modified touch swing so they can control the hit. Ball should rebound within reach. (5 minutes)*
GAMES	Team Serving Competition — Divide the class into teams of 5-10 students. Each team will attempt to hit a serve to the proper service court. Team members serve one at a time then run around to retrieve the ball. First team to hit 11 successful serves wins. (5 minutes)*

*Approximate time recommended for the activity



Lesson 7

Site: *Indoors or Outdoors*

TOPIC	Introduction to Volley (ST-TG , p. 18; ST , pp. 15-16)
EQUIPMENT	rackets and balls
AIM	to introduce and demonstrate volley stroke
PERFORMANCE OBJECTIVES	Students will be able to: • define "volley." • describe the key elements of volley. • execute a high percentage of forehand volleys (75-100%) and a significant percentage of backhand volleys (50-75%).
PROCEDURES	Describe and demonstrate volley. (A volley is any shot hit before the bounce.) Explain that grip is the same as in ground strokes. Alert the students not to swing. <i>Cues:</i> "tap," "bump," "block." Explain that use of backswing and follow-through should be avoided (10 minutes)*
ACTIVITIES	Skill Drills Toss-Volley-Catch (forehand) — Divide students into pairs. Have the catchers stand against the walls around the gym, or against a backstop, or a wall outdoors. Catcher will toss the ball underhand directly at partner's racket. Hitter will attempt to "tap" ball back to partner. Switch roles after a couple of minutes. (5 minutes)* Toss-Volley-Catch (backhand) — Alternate forehand and backhand volleys. Allow time for grip change (10 minutes)*
GAMES	The above activities can be made competitive by counting consecutive hits.

*Approximate time recommended for the activity



Lesson 8

Site: *Preferably Outdoors*

TOPIC	Review and Experience of the Game as a Whole
EQUIPMENT	conversion courts or indoor courts with volleyball net at tennis height, rackets, and balls
AIMS	to introduce points and scoring to have students play game while scoring points
PERFORMANCE OBJECTIVES	Students will be able to: • put together sequences of previously learned skills in actual play. • score a game using traditional scoring system.
PROCEDURES	Demonstrate and review the way points are scored in a game situation. Have a warm-up rally followed by a game that will provide each student with the opportunity to play full-court points. (5 minutes)* In reviewing the game, teachers or selected students should play a demonstration game which is scored properly.
ACTIVITIES	Skill Drills Warm-up rally incorporating modified serve. Players will attempt racket-to-racket rallies initiated with the serve. The distance between players should be approximately 40 feet (midcourt to midcourt, or service line to service line). As many players as possible should rally over net (six per court) with the remainder rallying over make-shift or imaginary nets in backcourt and open areas. The players should rotate so that all get to use courts. (10 minutes)*
GAMES	Team Singles — use all available courts. On each court have equal numbers of students face each other from behind the baseline. These players will be lined up in single file against the back fence, or in the absence of a wall or fence, lined up so that they can stop errant shots. The first person on line will initiate a game of tennis. Score traditionally (15-30-40-game), with two new players jumping in after every point. Players not involved in point will keep score and catch errant hits. (10 minutes)* NOTE: Whenever a convenient hitting wall is available, players should be rotated so that rallying against the wall is part of the routine

*Approximate time recommended for the activity



Lesson 9

Site: *Preferably Outdoors*

TOPIC	Developing Consistency in the Execution of Ground Strokes (TW , pp. 44-45)
EQUIPMENT	courts, rackets, and balls
AIM	to increase the rallying consistency of students, the primary strategy for success among beginning players
PERFORMANCE OBJECTIVES	Students will be able to: • rally ball with partner five consecutive times from a distance of 20-30 feet. • rally ball against a wall ten consecutive times. • describe the importance of consistency as a tennis strategy.
PROCEDURES	Have students engage in extended rallies in order to develop steady and consistent hitting. As many students as possible are to use courts, while others hit over makeshift or imaginary nets, or use available wall space. (5 minutes)*
ACTIVITIES	Skill Drills Rallying on the courts or in other designated areas. Rallying with the intent to set a record for the number of consecutive hits back and forth without an error.
GAMES	Around the World — Students are divided into equal groups on every court. The groups should be lined up on opposite baselines. The first person in one line drops the ball to the first person in the opposite line, and then must run around the court past the right net post to the end of the line at the other side of the court. Players missing shots are eliminated. When teams are whittled down to two, players spin around 360 degrees after every shot until an error is made. (10 minutes)* NOTE: as game progresses, it is important to have fairly equal sides. When the number of students remaining is five or three, the team with the most players must serve first.

*Approximate time recommended for the activity



Lesson 10

Site: *Preferably Outdoors*

TOPIC	Developing Consistency in the Serve and Its Return
EQUIPMENT	courts, rackets, and balls
AIM	to have students develop consistent serves and returns
PERFORMANCE OBJECTIVES	Students will be able to: • serve 50% of attempts into correct service court. • return 50% of above serves into opposite doubles court. • define the terms "ace," "double fault," "foot fault."
PROCEDURES	Review the elements of the serve and its terminology. Emphasize the importance of consistency so as to avoid double faults. Have students serve while other students return the serve.
ACTIVITIES	Skill Drill Serve and Return — Students are divided into four groups per court. On one side of the court two groups will take turns serving, while the opposite groups will rotate into the return positions. Servers get two tries to put the ball into play. Returners are allowed to remain on court until a legal serve is played. (5 minutes)*
GAMES	Serve and Return Game — Each legal serve or return earns a point. The first server to gain 10 points wins, as does the player with the most legal returns. Switch roles. (10 minutes)* Around the World — Serving variation (see lesson 9). The first person in line must serve the ball into correct box. Two tries are allowed. (5-10 minutes)*

*Approximate time recommended for the activity



Lesson 11

Site: *Preferably Outdoors*

TOPIC	Incorporating Volley into Play
EQUIPMENT	rackets and ball
AIMS	to use the volley in play to develop the approach shot
PERFORMANCE OBJECTIVES	Students will be able to: • move from the backcourt area to the net. • give two reasons why it is advantageous to play the net. • define the terms "approach shot," "depth," "angle," and "passing shot."
PROCEDURES	Describe the strategy of advancing to the net when the opponent hits a weak short ball. Review the skills of the volley and overhead which should win the point. (The shot which allows a player to take the net is called the "approach shot" and should always be hit with depth to force the opponent away from the net. This will decrease the likelihood of a "passing shot" return.) (5 minutes)*
ACTIVITIES	Skill Drills Toss-Volley-Catch — in pairs. Switch roles halfway during the session. (5 minutes)* Practice volley — Players work in pairs. The players attempt to keep the ball in the air while standing six to eight feet apart. If a wall is available, players may attempt to keep the ball going against the wall without a bounce. (5 minutes)*
GAMES	Tandem Volley Game — Teams face each other from behind the baseline on the courts. The first two players in each line become a team. All four players start on the baseline. One team will drop-hit a ball and charge the net as a team. The opposing team attempts to return the ball. The players who advanced to the net will attempt to return the shot by using a volley shot. A point is scored if a volley shot is executed. Score to 21 as in Ping Pong. Rotate from one side of the court to the other every five points. (10 minutes)*

*Approximate time recommended for the activity



Lesson 12

Site: *Preferably Outdoors*

TOPIC	Introduction of the Lob
EQUIPMENT	rackets and balls
AIMS	to have the student understand and use the lob
PERFORMANCE OBJECTIVES	Students will be able to: • define the lob. • lift the ball over a person who is positioned close to the net and have it bounce for 50% of the times inside the court area.
PROCEDURES	Explain the lob and when it is used. Tell that it also provides valuable time for the player who is out of position because of an opposing shot. Explain that it is started in the same way as groundstrokes whether they be done on the forehand or backhand side. Explain that because of the higher trajectory of the lob, the racket head starts lower than in the normal drive. Demonstate the lob. Show its use as both an offensive and defensive stroke. (5-10 minutes)*
ACTIVITIES	Skill Drills Lobbing Practice (with a drop-hit) — Players are spread along both baselines. Players at one baseline are given the go-ahead to drop and hit, attempting to lift the ball high over the net without hitting long. The players at the opposite baseline will attempt to catch as many balls as possible and then put the ball into play in the opposite direction with a bounce-hit. (5 minutes)*
GAMES	Team-Lob-Smash Game — Each court has two teams. Two members of one team will begin at the net, while two from the other will defend the baseline. The net team will begin the point with an easy drop-hit to either baseliner who must attempt a lob. Each time a successful return is made using the lob, a point is scored. Rotate team after every point. The first team to reach 11 points wins. Switch roles. (10-15 minutes)*

*Approximate time recommended for the activity



Lesson 13

Site: *Preferably Outdoors*

TOPIC	Introduction of the Overhead Smash
EQUIPMENT	rackets and balls
AIMS	to have the student understand and use the overhead smash
PERFORMANCE OBJECTIVES	Students will be able to: • define the overhead smash. • demonstrate the overhead smash. • attempt the smash in an appropriate situation.
PROCEDURES	Provide an explanation of the overhead smash. Show how the smash is similar to the serve. Tell that the player must move into position to hit the ball. Explain that the smash can occur at the net without a preceding bounce and at the baseline after a bounce. Also that the smash is usually hit flat when the player is close to the net. Explain that the ball is hit when it is about the distance of 12 inches in front of the head and as high as possible. Emphasize that the direction of the ball is controlled by the movement of the arm and wrist. Demonstrate the overhead smash. (5-10 minutes)*
ACTIVITIES	Skill Drills Toss and Tap Overhead — Players work in pairs. Tossers stand approximately 20 feet from hitters. The toss goes above the hitter's head. Then the hitter taps the ball with a service-like motion back to the tosser. (5-10 minutes)*
GAMES	Offense-Defense Game — The game is played with two teams on a court. One team is positioned at the net. The other team initiates play from the baseline by hitting a drop-hit lob. The net team attempts to return the ball using an overhead smash. If the ball is successfully returned by using the smash a point is scored. Play to 11 points, then switch roles. (5-10 minutes)*

*Approximate time recommended for the activity



Lesson 14

Site: *Preferably Outdoors*

TOPIC	Introduction to the Doubles Game
EQUIPMENT	rackets and balls
AIMS	to have students understand the doubles game (TW, pp. 48-49) to have students begin to score points to have students understand doubles positions
PERFORMANCE OBJECTIVES	Students will be able to: • explain serving and returning positions. • demonstrate proper positions for all players. • explain the main role of the players. • keep score.
PROCEDURES	Demonstrate the position of each player on the doubles court Give a brief explanation of the players' roles. Explain the rules variations, e.g., the doubles alley is in play; the players alternate service returns; players always return serves from the same side of the court regardless of which opponent is serving; players may serve from behind the alley. Play a sample game for the class to watch while discussing the roles of the players. (10 minutes)*
ACTIVITIES	
GAMES	Doubles Lead-Up Game — Team Doubles: This is a rotating tournament on each court. Several lines of students form teams. There should be a team for each side of all available courts. The first two players in each line will form a doubles team. Each doubles team will play one point. The entire team must help to keep score. Use conventional scoring. (10-20 minutes)*

*Approximate time recommended for the activity



Lesson 15

Site: *Preferably Outdoors*

TOPIC The Improvement of Skills Used in the Doubles Game

EQUIPMENT rackets and balls

AIMS

- to have students know the advantage of playing at the net
- to have students understand the use of teamwork
- to have students know and explain several shots that can be used when returning serves in a doubles game

PERFORMANCE OBJECTIVES Students will be able to:

- explain the advantage of a net position in doubles.
- demonstrate teamwork with a partner in taking the net position.
- define the terms, "cross court" and "down the line."
- explain which of the two above is preferable when returning the serve.

PROCEDURES Demonstrate how effective the net position can be in the doubles game (TTG, pp. 86-87)

Emphasize the importance of a parallel position on the court by the players on a team to eliminate gaps between them.

Demonstrate how and when advancing to the net is done (e.g., advance to the net following a serve; advance to the net following a return ball; advance to the net when a ball is returned short in the opposite court) **(10 minutes)***

ACTIVITIES

GAMES **Doubles-Lead-Up Game:** Team Doubles as in Lesson 14 with variation. Players on the serving team must attempt to advance to the net after the *first* serve. Players on the receiving team must attempt to advance to the net after returning the *second* serve. **(10-20 minutes)***

*Approximate time recommended for the activity



Lesson 16

Site: *Preferably Outdoors*

TOPIC	The Development of the Doubles Games
EQUIPMENT	Rackets and balls
AIMS	to have students understand the need for good sportsmanship to have students understand the need for cooperation and mutual respect.
PERFORMANCE OBJECTIVES	Students will be able to: • explain the importance of team work in doubles. • explain how to react when partner makes an easy error. • explain the necessity of good sportsmanship in calling lines, cooperating and respecting opponents as well as partners.
PROCEDURES	Review basic tenets of good sportsmanship. Review tennis etiquette, on court rules and the code of conduct (see Appendix IV). Demonstrate the method and difficulty of calling lines by doing the following exercise: Have all students gather at one end of the court. Place a series of balls on or near a number of lines on the opposite side of the net. Have students vote on whether shots are in or out. Then have students walk over to other side to see where the balls actually are with relation to the lines. Role play a doubles situation in which the partners constantly criticize and bicker with opponents. Ask the students what they would have done in a similar situation. Role play a doubles situation in which good sportsmanship is used. Ask the students why good sportsmanship can defuse a "sticky" situation. (minutes)*
ACTIVITIES	
GAMES	Doubles Game: Play doubles game, rotating as before, with emphasis on sportsmanship and teamwork. (10-15 minutes)*

*Approximate time recommended for the activity



Lesson 17

Site: *Preferably Outdoors*

TOPIC The Development of Accuracy in Stroking While Moving on the Court (TTG, p. 89)

EQUIPMENT Rackets and balls

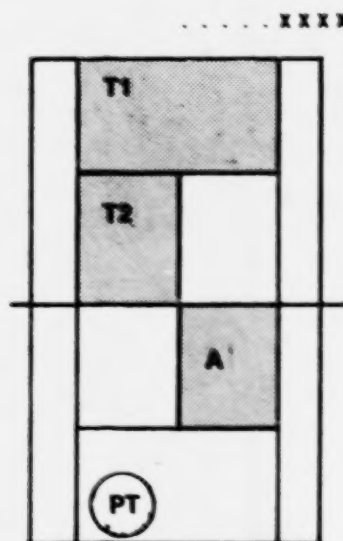
AIMS to have students understand that in playing good tennis a controlled stroke is more important than a powerful one.
to have students know that practice and repetition in stroking will improve accuracy and control.

PERFORMANCE OBJECTIVES Students will be able to:

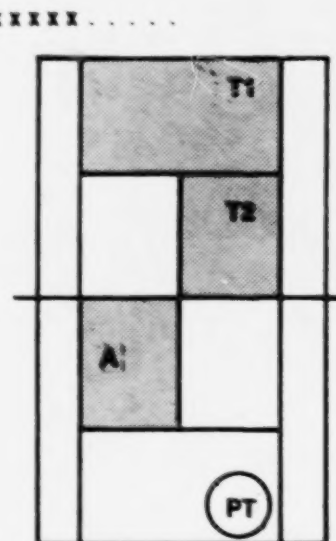
- give two reasons why controls is more important than power in tennis.
- demonstrate improved control through repetition of movement.

PROCEDURES Explain to students the need to hit a ball on the run with accuracy.
Select students to toss balls to pre-determined areas (see diagram below).
Use targets to encourage accuracy in hitting.
Use hitting and moving drills.

ACTIVITIES Hitting and movement drills:



Player A tosses one ball to T1, then immediately follows with a toss to T2. First player (x) will move along baseline to hit a groundstroke down-the-line to a physical target (PT), and then run up to the net to hit second ball to the same target. Player will then continue around net to retrieve balls for A.



Reverse drill to work on backhands

GAMES **Hitting the Target:** A trash can, box, or traffic cones can be used as targets. Follow exercise procedures above, but, give points for each direct hit. **(10-20 minutes)***

*Approximate time recommended for the activity



Lesson 18

Site: *Preferably Outdoors*

TOPIC	The Development of Backhand Skills (TW, pp. 19-20)	
EQUIPMENT	Rackets and balls	
AIMS	to have students improve in their ability to do backhand strokes	
PERFORMANCE OBJECTIVES	Students will be able to: • demonstrate the proper backhand grip without watching their hand placement. • execute a proper backhand stroke. • to change from forehand to backhand automatically.	
PROCEDURES	Review the backhand grip. Have the students remove their hand from the racket handle and return to the backhand grip without looking at the hand. Review the proper backhand stroke. Emphasize a controlled swing, firm wrist, and correct follow through. Remind students to relax the grip between shots to avoid tiring the hand and arm. (5 minutes)*	
ACTIVITIES	Skill Drill Backhand movement and target practice (see Lesson 7).	(10 minutes)*
GAMES	Around the World: (See Lesson 9.) Use backhand variation. Players must hit all shots using the backhand stroke. A player who misses three attempt at the backhand shot is eliminated. ("Three strikes and you're out.")	

*Approximate time recommended for the activity



Lesson 19

Site: *Preferably Outdoors*

TOPIC Developing the Serve (TW, pp. 36-37)

EQUIPMENT rackets and balls

AIM to have students improve their ability to serve successfully

PERFORMANCE OBJECTIVES Students will be able to:

- serve one entire game without a double fault.
- Demonstrate serve with full swing.
- develop consistency in tossing the ball.

PROCEDURES Reinforce that the serve is the stroke that puts the ball into play.

Reinforce that the serve combines a successful ball toss with one hand and striking with the racket in the other hand.

Review that the serve includes a proper grip, stance and toss.

Review that it involves a backswing, forward swing, follow through and finish. The first movement, coordinated with the balltoss is the backswing (the downward-upward action of the arm and racket); the second is the forward swing (the upward motion in to point of contact); finally the follow through and finish (movement out and not down) in the direction of the flight of the ball. The head of the racket swings freely past the left side of the body (right hand serve) and right side of the body (for left hand serve). The right foot crosses the baseline (right hand serve) and left foot crosses the baseline (left hand serve) and continues forward in the direction of the serve to help maintain balance.

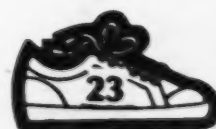
Demonstrate the proper execution of the serve emphasizing the backswing, the forward swing, the follow through, finish, and the toss. **(5-10 minutes)***

ACTIVITIES **Skill Drill**

Serving Practice — Six players at a time take positions along the baseline at one side of the net and practice serving. **(5-10 minutes)***

Target Serving — Continuing serving practice. Place a small target (cans or boxes, etc.) in the corners of service boxes and have the students aim for the target while serving. **(5-10 minutes)***

*Approximate time recommended for the activity



Lesson 20-24

Site: *Preferably Outdoors*

TOPIC Development of Recreational Tennis

EQUIPMENT rackets and balls

AIMS to have students experience the pleasure of recreational tennis
to inform them of available summer tennis programs where play and skill improvement can continue

PERFORMANCE OBJECTIVES Students will be able to:

- experience tennis as a recreational activity.
- be able to identify summer tennis programs where they can continue to play and to improve their skills.

PROCEDURES Reinforce skill development as the need arises.
Discuss good sportsmanship and court etiquette.
Review the singles and doubles game, including the use of both the singles and doubles court.
Review the method of scoring.
Have students engage in a variety of tennis drills and games.
Disseminate information about follow-up summer programs for student use.

ACTIVITIES Have students engage in any of the following according to their preference:

- Alley Rally Game (see Lesson 3)
- Drop-Hit-Catch (see Lesson 3)
- Backhand Bumps (see Lesson 4)
- Toss-Catch-Hit (see Lesson 4)
- Team Serving (see Lesson 6)
- Toss-Volley-Catch (see Lesson 7)
- Alternating Forehand and Backhand Volleys (see Lesson 7)
- Team Singles (see Lesson 9)
- Around the World (see Lessons 9, 10, 18)
- Practice Volley (see Lesson 11)
- Tandem Volley Game (see Lesson 11)
- Toss and Tap Overhead (see Lesson 12)
- Offense and Defense Game (see Lesson 12)
- Lobbing Practice with A Drop Hit (see Lesson 13)
- Team-Lob-Smash (see Lesson 13)
- Team Doubles (see Lesson 14)
- Target Hit Practice (see Lesson 17)
- Target Serving (see Lesson 19)
- Serving Practice (see Lesson 19)

*Approximate time recommended for the activity



APPENDICES



APPENDIX I: Curriculum Areas and Tennis

DEVELOPING COMMUNICATION ARTS

OBJECTIVE to incorporate writing and/or reading, speaking and/or listening skills by:

- listing a simple set of rules.
- describing the execution of a skill.
- reviewing an outstanding tennis play.
- commenting on a game.
- sharing what it feels like when one wins or loses.
- recalling a sequence of events that occurred during the game.
- comparing the performance of one player with another.
- using tennis vocabulary in written expression.
- preparing a biographical sketch of a tennis star.
- creating an imaginary autobiographical sketch: "My Life As A Pro."
- expressing one's own feelings about tennis as a recreational activity.
- reading biographies of tennis players.
- reviewing a biography of a favorite tennis player.
- reviewing a book about tennis.
- describing what one can do off the court to improve one's game.
- describing how one could encourage others to learn the game.
- commenting on a newspaper article about tennis.
- creating newspaper headlines about a game.
- creating newspaper articles about a game.
- learning tennis vocabulary and terminology.
- demonstrating a skill that has been described.
- instructing classmates in the proper execution of a skill.
- explaining how positions are rotated on the court after each point.
- explaining the scoring in a game.
- explaining simple tennis strategy.
- explaining the advantages of using one stroke rather than another.
- leading class in a warm-up exercise.
- studying tennis rules.
- reading current newspaper and/or magazine articles about tennis tournaments.
- examining a photograph and describing the action.
- completing and/or creating a crossword puzzle using tennis terminology.
- studying diagrams of tennis strokes and/or plays.



DEVELOPING MATHEMATICS SKILLS

OBJECTIVE to incorporate mathematics skills by:

- determining the square feet of the court when one is given the court dimensions (singles: $27' \times 78'$; doubles: $36' \times 78'$).
- determining the percentage of one's successful serves executed during a game after having recorded the number of times one has served the ball and the number of serves that were done successfully.
- converting percentages into fractional equivalents.
- having a record kept by a scorer who lists both successful and unsuccessful serves while the class determines the percentage of those that were faults and later converts fault percentages into their fractional equivalents.
- using graphs to record individual and team's successful serves.
- analyzing graphs and charts to encourage better performance.
- recording wins and losses and determining percentage of wins and/or losses; conversion to fractional equivalents.
- creating a diagram of a singles and doubles court wherein the scale is $1/8"$ to a foot.
- diagramming a strategic play in a doubles game by placing players in their exact locations in a drawing made to scale.
- creating a bar or line graph that will reveal the performances of an individual, team, and class simultaneously during a specific number of games.
- creating a bar or line graph that will indicate a player's performance over an extended period of time.
- comparing successful tennis serves to base hits in baseball. If a baseball player is at bat 45 times and has 19 base hits what is his batting average. If a tennis player serves 20 times and has 13 successful serves what is his service average?
- comparing successful tennis serves to free throws in basketball. If a basketball player has 125 free throw attempts during a season and has made 101 shots, what is his/her free throw percentage? If a tennis player serves 185 times and has 23 aces, what is his/her ace percentage?
- studying diagrams about court dimensions.
- reviewing charts, and/or graphs recording tennis statistical data.



APPENDIX II: Glossary of Tennis Terms

Ace — A ball that is served so well that the opponent fails to touch it with his/her racket.

Ad — Short for advantage. It is the first point scored after deuce. If the serving side scores, it is "ad in"; if the receiving side scores, it is "ad out."

All — An even score: 30-all or 3-all, etc.

Alley — The area between the singles and doubles side line on each side of the court. (The singles court is made 4½ feet wider for doubles by the addition of the alley.)

Approach — A shot behind which a player comes to the net.

Backcourt — The area between the service line and the baseline.

Backhand — The stroke used to return balls hit to the left of a right-handed player.

Backswing — The initial part of any swing. The act of bringing the racket back to prepare for the forward swing.

Band — The strip of canvas attached to the top of the net.

Baseline — The line 39 feet from the net which runs parallel to it at either end of the court.

Break — To win a game served by an opponent.

Center strap — A strap in the center of the net, anchored to the ground to hold the net secure.

Choke — To grip the racket up toward the head.

Closed face — The angle of the hitting face of the racket when it is turned down toward the court.

Deuce — A score of 40-40 (the score is tied and each side has at least three points).

Deuce court — Right court so called because on a deuce score the ball is served there.

Deep shot — A shot that bounces near the baseline (near the service line on a serve).

Double fault — The failure of both service attempts to be good. It costs a point.

Doubles — A match with four players, two on each team.

Eastern backhand grip — grip in which the large knuckle at the base of the forefinger is placed on or near the top large plane of the handle.

Eastern forehand grip — Grip in which the fleshy part of the first and second fingers is placed against the large back plane of the handle. (Also known as the "shake hands grip.")

Face — The hitting surface of the racket.

Fault — An improper hit, generally thought of as a serve error.

Fifteen — The first point won by a player.

Flat shot — A shot that travels in a straight line with little arc and little spin.

Forehand — The stroke used to return balls hit to the right of a right-handed player.

Forty — A player's score when he/she has won three points.

Game — The part of a set that is completed when one player or side wins four points, or wins two consecutive points after deuce.

Grip — The method of holding the racket handle. The term given the leather covering on the handle.

Ground strokes — Strokes made after the ball has bounced, either forehand or backhand.

Gut — Racket strings made from animal intestines.

Handle — The part of the racket that is gripped in the hand.

Head — The part of the racket used to hit the ball; includes the frame and the strings.

Let — A point played over because of interference. A serve that hits the top of the net but is otherwise good.

Lob — A ball hit high enough in the air (usually clearing the net by at least 8 feet) to pass over the head of the net player.

Love — Zero; no score.

Love game — A game won without the loss of a point.

Love set — A set won without the loss of a game.

Mixed Doubles — Doubles play in which a man and a woman (or a boy and a girl) team up to oppose another man and woman.

Net — The netting stretched across the middle of the court.

Net game — A type of strategy in which a player attempts to reach a position in the front court in order to utilize volleys and overheads to win points.

Point — A single score. Four points scored wins a game unless both sides have three points—thus the score is deuce—and one side must then score two consecutive points to win.

Racket — The implement used to strike the ball.

Rally — A series of good hits made successively by players. Also can be the practice procedure in which players hit back and forth.

Receiver — The player who receives the service.

Referee — The official in charge of a tournament whose duties are defined in the U.S.T.A. tournament regulations.

Server — The player who serves.

Set — A scoring unit awarded to a player or team that has won (a) six or more games and has a two game lead, or (b) six games and the tie-breaker played is at six-all.

Singles — A match between two players.

Smash — A hard overhead shot.

Spin — Rotation of the ball caused by hitting it at an angle.

Straight sets — To win a match without the loss of a set.

Stroke — The act of striking the ball with the racket.

Thirty — A player's score when he/she has won two points.

Throat — The part of the racket between the handle and the head.

To Serve — To put the ball into play.

Toss — To spin or throw up the racket for choice of service or court.

Tournament — An official competition.

Tournament committee — The committee in charge of a tournament.

Trajectory — The flight of the ball in relation to the top of the net.

Umpire — The person who officiates at major matches.

Volley — A stroke made by hitting a ball before it has touched the ground, except in serving.

Wood Shot — A ball hit on the wood of the racket.

The Tennis Glossary of Terms has been adapted from the following sources:

Arthur Ashe. *Getting Started in Tennis*. New York: Atheneum, 1979.

Dick Gould. *Tennis Anyone*. Palo Alto, CA: Mayfield Publishing Co., (3rd edition), 1978.

Chet Murphy. *Advanced Tennis*. Dubuque, IO: William C. Brown Company, 1970.



APPENDIX III: Rules of Tennis

The official rules of tennis are summarized below for the convenience of all players. In the preparation of this summary, no changes were made in the official rules, which have been established by the International Tennis Federation and are adhered to by the United States Tennis Association. Some technical aspects, however, such as specifications on court size and equipment, balls and rackets, have been deleted here for the sake of brevity. For those who are interested in these specifications, they are covered in their entirety in the complete *Rules of Tennis*, which also includes interpretative Cases and Decisions and USTA Comments.

Another invaluable reference for players is *The Code*, whose principles and guidelines apply to unofficiated matches. Players all over the world follow not only the official rules of tennis but also the traditions of sportsmanship and fair play found in *The Code*.

A familiarity with these rules and traditions is essential for achieving the greatest possible benefit and enjoyment from tennis.

THE SINGLES GAME

Server and Receiver — The players stand on opposite sides of the net; the player who first delivers the ball is called the Server and the other, the Receiver.

Choice of Sides and Service — The choice of sides and the right to be Server or Receiver in the first game is decided by toss. The player winning the toss may choose or require the opponent to choose: (a) the right to be Server or Receiver, in which case the other player shall choose the side; or (b) the side, in which case the other player shall choose the right to be Server or Receiver.

Delivery of Service — The service is delivered in the following manner: immediately before commencing to serve, the Server takes a position with both feet at rest behind the baseline and within the imaginary continuation of the center mark and the sideline of the singles court.

When the Receiver is ready the Server then throws the ball into the air in any direction and strikes it with the racket before it hits the ground. Delivery is deemed complete at the moment the racket strikes the ball.

Return of Service — The Receiver has the choice of standing anywhere on his/her own side of the net. However, the ball must be allowed to hit the ground before service is returned. If there is an attempt to return the service the Receiver shall be deemed ready.

Service from Alternate Courts — In delivering the service, the Server stands alternately behind the right and left courts, beginning from the right in every game. The ball served shall pass over the net and hit the ground within the service court which is diagonally opposite, or upon any line bounding such court, before the Receiver returns it.

If the ball is erroneously served from the wrong half of the court, the resulting play stands, but service from the proper court, in accordance with the score, shall be resumed immediately after this discovery.



Faults — The service is a fault if the Server misses the ball in attempting to serve it, if the ball does not land in the proper service court, or if the ball served touches a permanent fixture other than the net, strap, or band before it hits the ground.

Throughout the delivery of the service, the Server shall keep both feet behind the baseline and shall not change position by walking or running. A foot fault is called when the Server steps on the baseline or into the court before the racket meets the ball.

Service After a Fault — After a first fault, the Server serves again from behind the same half of the court from which that fault was served (unless it was a fault because it was served from behind the wrong half, in which case the Server is entitled to deliver one more service from behind the proper half).

THE DOUBLES GAME

The above Rules apply to the Doubles Game except as below.

Delivery of Service — The Server stands with both feet at rest behind the baseline and within the imaginary continuation of the center mark and the sideline of the doubles court.

Order of Service — At the beginning of each set, the pair serving the first game decides which partner shall do so, and the opposing pair similarly for the second game. The partner of the player who served in the first game serves in the third; the partner of the player who served in the second game serves in the fourth, and so on in the same order in all subsequent games of a set.

Order of Receiving — The pair receiving the service in the first game of each set decides which partner shall receive in the right-hand court, and the opposing pair decides similarly in the second game of each set. Partners receive the service alternately throughout each game. The order of receiving the service shall not be altered during the set but may be changed at the beginning of a new set.

Service Out of Turn — If a partner serves out of turn, the partner who ought to have served shall do so as soon as the mistake is discovered, but all points scored and any faults served before such discovery shall stand. If a game has been completed before such discovery, the order of service remains as altered.

Receiving Out of Turn — If during a game the order of receiving the service is changed by the Receivers, it remains as altered until the end of the game, but the partners shall resume their original order of receiving in the next game of that set in which they are the Receivers.

Served Ball Touching Player — The service is a fault if the ball touches the Server's partner or anything being worn or carried. The Server wins the point if the ball served (not being a let) touches the partner of the Receiver, or anything worn or carried, before it hits the ground.

Ball Struck Alternately — The ball shall be struck by one or the other player of the opposing pairs in the course of making a serve or a return. If both of them hit the ball, either simultaneously or consecutively, their opponents win the point.



SCORING

A Game — If a player wins the first point, the score is called 15 for that player; on winning the second point, the score is called 30; on winning the third point, the score is called 40; and the fourth point won by a player is scored a Game for that player except as follows: If both players have won three points, the score is called Deuce; the next point won by a player is scored Advantage for that player. If the same player wins the next point, the Game is won. If the other player wins the next point, the score is again called Deuce; and so on, until a player wins the two points immediately following the score at Deuce, when the Game is scored for that player.

A Set — A player (or players) who first wins six games wins a Set; except that the set must be won by a margin of two games over an opponent. Where necessary, a Set is extended until this margin is achieved (unless a tie-break system of scoring has been announced in advance of the match).

The players change sides at the end of the first, third, and every subsequent alternate game of each set and at the end of each set unless the total number of games in such set is even, in which case the change is not made until the end of the first game of the next set.

The maximum number of sets in a match is five for men and three for women.

The Tie-Break Game — If announced in advance of the match, a Tie-Break game operates when the score reaches six games all in any set.

In singles, a player who first wins seven points wins the game and the set provided that the player leads by a margin of two points. If the score reaches six points all, the game is extended until this margin has been achieved. Numerical scoring is used throughout the Tie-Break Game. The player whose turn it is to serve is the Server for the first point; the opponent is the Server for the second and third points; and, thereafter, each player serves alternately for two consecutive points until the winner of the game and set has been decided.

In doubles, the player whose turn it is to serve is the Server for the first point. thereafter, each player serves in rotation for two points, in the same order as determined previously in that set, until the winners of the game and set have been decided.

From the first point, each service is delivered alternately from the right and left courts, beginning from the right court. The first Server serves the first point from the right court; the second Server serves the second and third points from the left and right courts, respectively; the next Server serves the fourth and fifth points from the left and right courts, respectively; and so on.

Players change ends after every six points and at the conclusion of the Tie-Break Game. The player (or doubles pair) who served first in the Tie-Break Game shall receive service in the first game of the following set.

A Service Let — During the service, a ball that touches the net but lands in the proper court is termed a "let" and counts for nothing. That one service is replayed. There is no limit to the number of let balls that may be made on the service; the Server continues serving into the same court until a good service is delivered or two faults are made.



Receiver Becomes Server — At the end of the first game, the Receiver becomes Server and the Server the Receiver; and so on alternately in all the subsequent games of a match. The players change sides at the end of the first, third, and every subsequent alternate game.

If a player serves out of turn, the player who ought to have served shall serve as soon as the mistake is discovered. All points scored before such discovery shall stand. If a game has been completed before such discovery, the order of service remains as altered.

Server Wins Point — The Server wins the point if the ball is served, not being a let, touches the Receiver or anything being worn or carried before it hits the ground or if the Receiver otherwise loses the point as described below.

Receiver Wins Point — The Receiver wins the point if the Server serves two consecutive faults or otherwise loses the point as described below.

Ball Falling on Line-Good — A ball falling on a line is regarded as falling in the court bounded by that line.

Player Loses Point — A player loses the point in any of the following situations:

- a. failing to return the ball in play directly over or past the end of the net before it has hit the ground twice consecutively.
- b. returning the ball in play so that it hits the ground, a permanent fixture (other than the net, posts or singles sticks, cord or metal cable, strap or band), or other object outside any of the lines which bound the opponent's court.
- c. carrying or catching the ball in play on the racket or deliberately touching it with the racket more than once.
- d. touching, with or without the racket, the net, post or the ground within the opponent's court at any time while the ball is in play.
- e. volleying the ball before it has passed the net.
- f. volleying the ball and failing to make a good return even when standing outside the court.
- g. throwing the racket at and hitting the ball.
- h. deliberately and materially changing the shape of the racket during the playing of the point.
- i. deliberately committing any act which hinders an opponent in making a stroke.
- j. the ball in play touching the player or anything worn or carried other than the racket.



A Good Return — It is a good return in any of the following situations:

- a. the ball touches and passes over the net, posts, cord or metal cable, strap or band and hits the ground within the court.
- b. the ball touches any other permanent fixture after it has hit the ground within the proper court.
- c. the ball hits the ground within the proper court and rebounds back over the net and the player whose turn it is to strike reaches over the net and plays the ball, provided that neither the player's body, clothes, nor racket touches the net, and that the stroke is otherwise good.
- d. the ball is returned from outside the post, provided that it hits the ground within the proper court.
- e. a player's racket passes over the net after the ball has been properly returned.
- f. a player succeeds in returning the ball which has struck another ball lying in the court.

A Let — In all cases where a let (other than a service let) has to be called under the rules or to provide for an interruption of play, the point shall be replayed.

If the player is hindered in making a stroke by anything not within the player's control, except a permanent fixture or deliberate interference by an opponent, a let shall be called.

Coaching — A player may not receive coaching during the playing of any match other than one that is part of a team competition.



APPENDIX IV: Code of Conduct

The highest type of sportsmanship is expected from every player. Players are under an obligation to avoid acts which are unsportsmanlike or detrimental to the game of tennis. In USTA sanctioned tournaments, violators of this code are subject to disciplinary action.

1. Loud, abusive, or profane language, racket throwing, or hitting balls indiscriminately is prohibited.
2. Do not stall. The Rules of Tennis allow a maximum of 1½ minutes for changing ends of court on odd games and 30 second between points and between games when there is no changeover.
3. Intentional waving of racket or arms or making distracting noises is prohibited.
4. Coaching, except during the break between 2nd and 3rd sets, is prohibited. (Spectators, including parents, friends and coaches, should not interfere with or participate in on-court matters.)
5. Do not attempt to make a mockery of a match, whether winning or losing.
6. Do not withdraw from a tournament after the draw has been made or default in a tournament (whether during the course of a match or prior to its commencement) except for illness, injury or personal emergency.

TENNIS ETIQUETTE

1. Wait until a point is over before walking behind a court where a match is in progress.
2. To retrieve a ball from another court or to return a ball to another court, wait until the players have completed a point.
3. Players should present a neat appearance and abide by local dress regulations.



ON COURT RULES*

1. If you have any doubt as to whether a ball is out or good, you must give your opponent the benefit of the doubt and play the ball as good. You should not play a let.
2. It is your obligation to call all balls on your side, to help your opponent make calls when the opponent requests it, and to call against yourself (with the exception of the first service) any ball that you clearly see out on your opponent's side of the net.
3. Any "out" or "let" call must be made instantaneously (*i.e.*, made before either an opponent has hit the return or the return has gone out of play); otherwise, the ball continues in play.
4. Do not enlist the aid of spectators in making line calls.
5. If you call a ball out and then realize it was good, you should correct your call.
6. To avoid controversy over the score, the Server should announce the set score (*e.g.*, 5-4) before starting a game the the game score (*e.g.*, 30-40) prior to serving each point.
7. If players cannot agree on the score, they may go back to the last score on which there was agreement and resume play from that point, or they may spin a racket.
8. Foot faults are not allowed. If an opponent persists in foot faulting after being warned not to do so, the Referee should be informed.
9. Do not stall, sulk, complain or practice gamesmanship.

*Excerpted from the official USTA publication "The Code," whose principles and guidelines shall apply in any match conducted without officials. USTA, 51 East 42nd Street, New York, New York 10017.



APPENDIX V: Audio Visual Materials

Films and Videocassettes

U.S.T.A. National Library
729 Alexander Road
Princeton, New Jersey 08540
(609) 452-2580

A nominal fee is charged for rental. Information is available about films manufactured by tennis distributors located throughout the country.

Eastern Section of the U.S.T.A.
Alfreda Bendet
Eastern Film Librarian, U.S.T.A.
46 Mohegan Road
Larchmont, New York 10538
(914) 834-2475
A nominal fee is charged for rental.

Film and Tape Distribution Services
Office of Library Media and Telecommunications
Division of Curriculum and Instruction
New York City Board of Education
131 Livingston Street
Brooklyn, New York 11201
(212) 596-5042



APPENDIX VI: Extra Curricular Tennis

Students in New York City have the opportunity to continue to pursue their interest in tennis through extracurricular activities. Many of the conversion court sites will also be the home of free summer tennis programs. The first of these programs was started in 1969 by the National Junior Tennis League. Now there are over 70 park and school sites offering tennis for 6-7 weeks during the summer. These are organized cooperatively between the New York Department of Parks and Recreation and the New York Junior Tennis League, Inc.

The free summer lessons begin the first week of July. Generally, students meet two days a week for three hours per day for instruction and practice, with matches scheduled on Fridays. Opportunities for competition include an All-Star Play-Off in August as part of the Big Apple Games, and a Regional Team Play-Off in New Rochelle with events for skill levels from novice to advanced.

For further information about the New York Junior Tennis League contact: Dr. James O'Neill, c/o New York Junior Tennis League, 450 West 43rd Street, New York, New York 10036 (212-594-0554).

For information about the Parks Department Tennis Program contact: Ms. Denise Jordon, N.Y.C. Department of Parks and Recreation, Flushing Meadow, Corona, New York, 11368 (212-507-3121).

For general information on tennis or for reference or resource materials contact: United States Tennis Association, Education and Research Center, 729 Alexander Road, Princeton, New Jersey 08540 (609-452-2580).



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ADDITIONAL RULES MATERIALS

These publications contain additional rules material and may be purchased from the Publications Department, USTA Educational & Research Center, 729 Alexander Road, Princeton, New Jersey 08540. For postage and handling add \$1.00 for orders less than \$10.00, 20% of the total for orders over \$10.00. (Maximum \$10.00 for postage.) Orders must be prepaid.

Rules of Tennis and Cases and Decisions (28 pp.)

.....\$.50*

The Code (18 pp.) "Unwritten" rules which custom and tradition dictate players should follow in unofficial matches.

.....\$.75*

A Friend At Court (90 pp.) Includes the Rules of Tennis and Cases and Decisions, The Code USTA Tournament Regulations and officiating techniques and tactics.

.....\$2.00*

TA Official Yearbook (620 pp.) Up-to-date information on tournaments, committees, rankings, members, records, USTA Tournament Regulations, and the official Rules of Tennis and Cases and Decisions.

.....\$9.00*

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*Available through the USTA Publications Department, 729 Alexander Road, Princeton, New Jersey 08540. (609-452-2580). Write or call for a free Publications Catalog.

